



University Goals and 2014/15 Action Plan

Ernie Barber, interim provost and vice-president academic



Vision and mission

“We are determined to make the changes that are required to place the University of Saskatchewan among the most distinguished universities in Canada and in the world”

President Peter MacKinnon



Strategic Directions

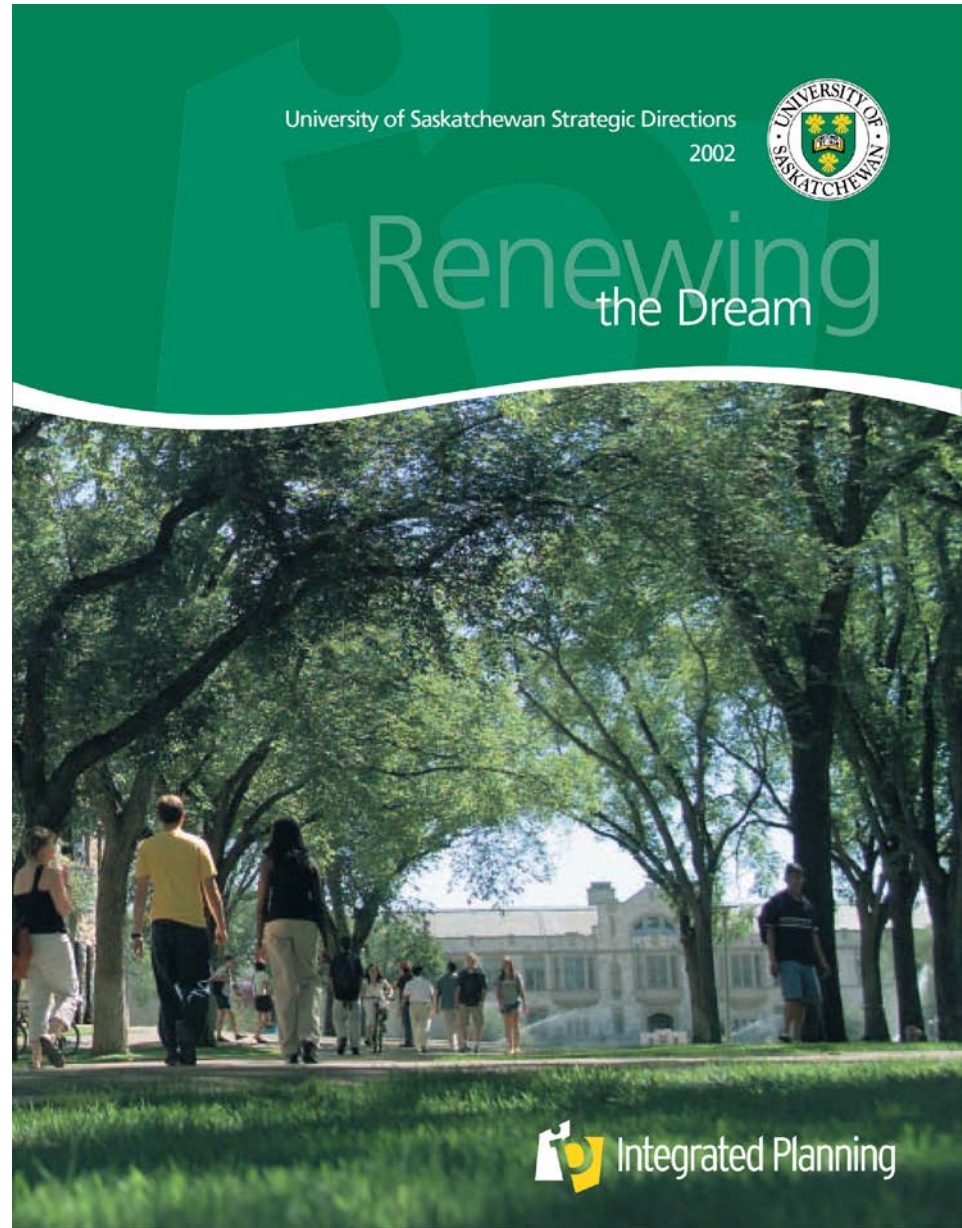
Outstanding faculty

Campus-wide commitment
to research, scholarly and
artistic work

Major presence in graduate
education

Diverse student population
prepared for success in the
knowledge age

*Secure and align
resources to support
strategic directions*



The first integrated plan (IP1) 2003-2008

Introduction of provost
model

Foundational
documents

Academic priorities
fund

Simultaneous planning
– central and units

Quality assurance



A Framework for Action University of Saskatchewan Integrated Plan 2003-07

Condensed Version



 Integrated Planning

For the complete version of this Plan, go to:
www.usask.ca/vpacademic/integrated-planning

The second integrated plan (IP1) 2008-2012

Signature areas

Chairs and institutes

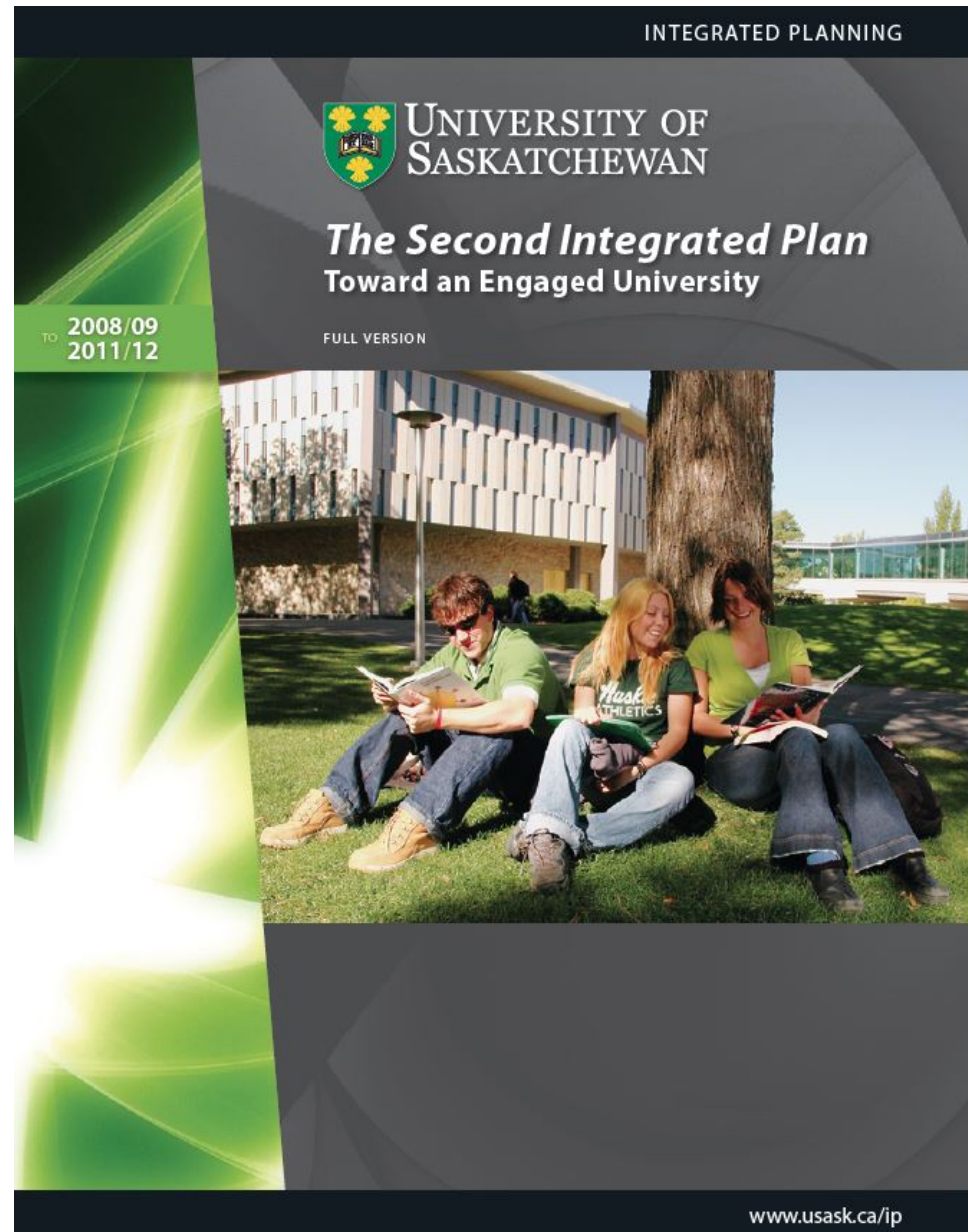
Compensation
principles

Enrolment planning

Student services

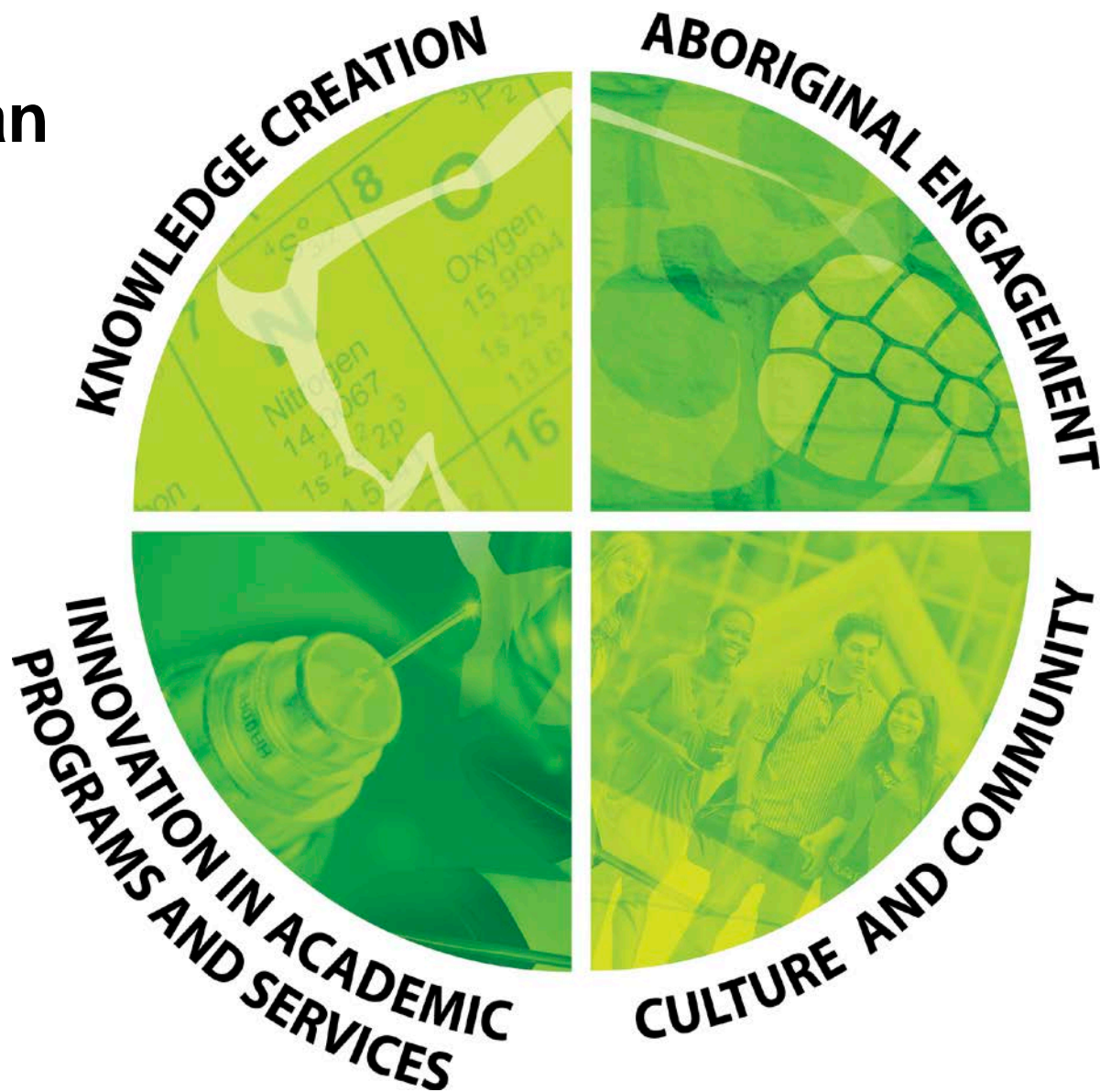
Academic health
sciences

Sustainability

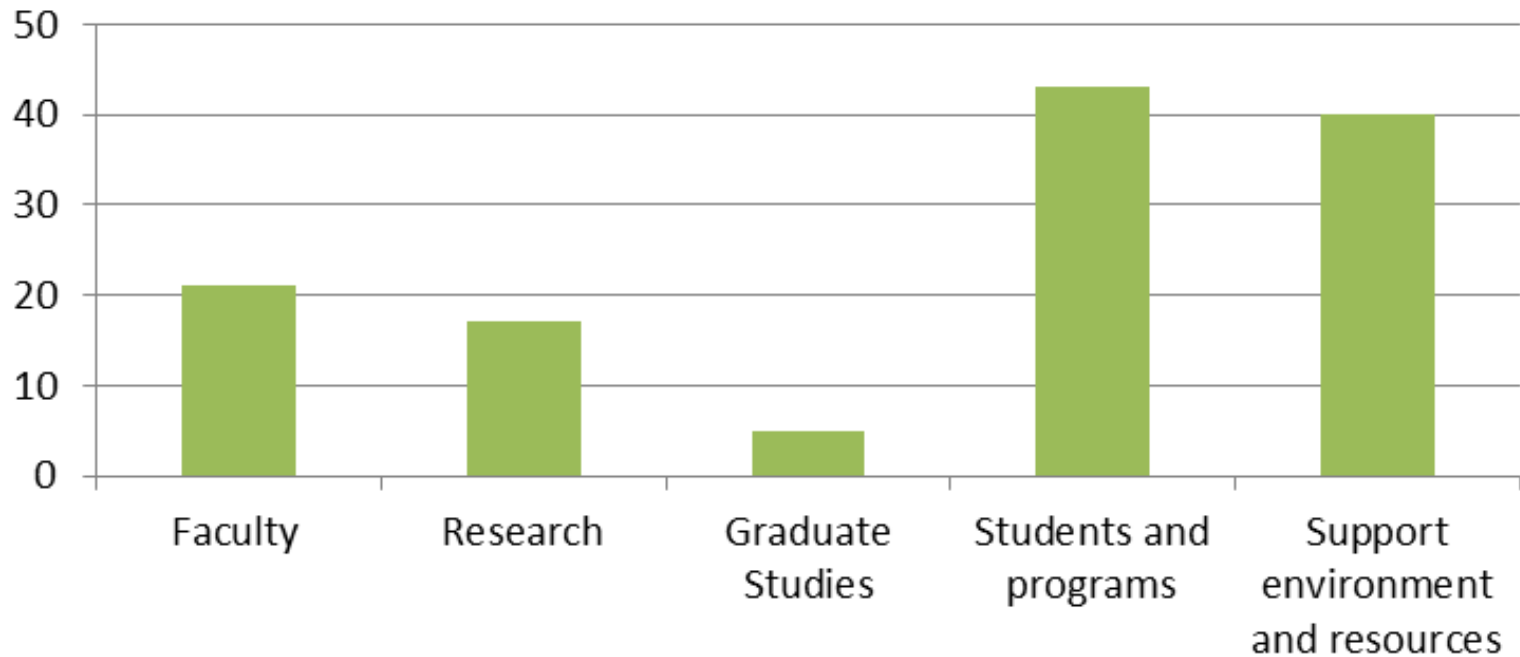


The third integrated plan (IP3)

2012 - 2016



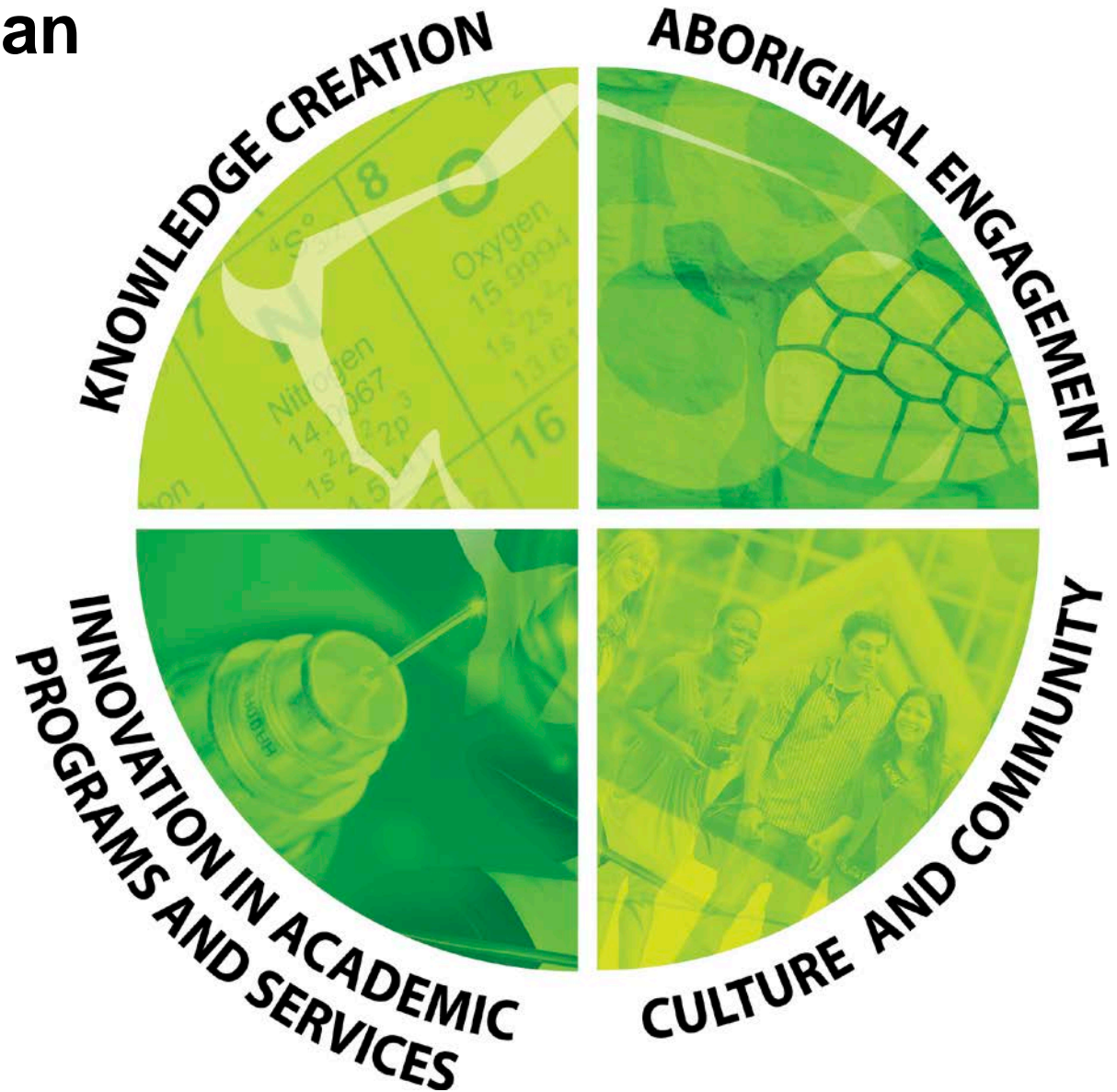
Strategic directions mapped against IP3 outcome statements



The third integrated plan (IP3) 2012 – 2017

Overtaken
by financial
sustainability
concerns

Vision 2025



Priorities (2014/15)

University of Saskatchewan strategic directions mapped against our priorities

		Strategic Direction				Supporting Environment / Resources
		Faculty	Research	Graduate Studies	Students and programs	
Ongoing Unit Priorities Deans, associate vice-presidents & vice-president		<ul style="list-style-type: none"> Optimum complement and supports for success 	<ul style="list-style-type: none"> Align resources with priority programs and services consistent with university strategic directions 		<ul style="list-style-type: none"> Responsibility Center Management (RCM) 	
2014/15 Priorities	Aboriginal engagement Heather Magotiaux	<ul style="list-style-type: none"> Recruitment 	<ul style="list-style-type: none"> Signature area Community engagement 	<ul style="list-style-type: none"> Number and achievement 	<ul style="list-style-type: none"> Number and achievement 	<ul style="list-style-type: none"> Leadership Representative workforce
	College of Medicine Preston Smith	<ul style="list-style-type: none"> Reshape complement 	<ul style="list-style-type: none"> Biomedical sciences Clinical research 		<ul style="list-style-type: none"> Accreditation Distributed learning 	<ul style="list-style-type: none"> Academic Clinical Funding Plan (ACFP)
	Interdisciplinary health education and research Karen Chad		<ul style="list-style-type: none"> Team science One-Health 	<ul style="list-style-type: none"> Graduate programs 	<ul style="list-style-type: none"> Inter-professional Education (IPE) 	<ul style="list-style-type: none"> Infrastructure Council of Health Science Deans (CHSD) - leadership
	Graduate studies Adam Baxter-Jones			<ul style="list-style-type: none"> Effective administration 	<ul style="list-style-type: none"> Student services 	<ul style="list-style-type: none"> College structure Student support
	Library capital project Vicki Williamson		<ul style="list-style-type: none"> Scholarly communications 		<ul style="list-style-type: none"> Learning spaces and resources 	<ul style="list-style-type: none"> Capital renewal Information Communication Technology (ICT)
	Central teaching and learning functions Patti McDougall				<ul style="list-style-type: none"> University Learning Centre (ULC) Non-credit programs Language centre Distributed and off-campus Media and technology in Teaching and Learning portfolio 	<ul style="list-style-type: none"> Align functional units for optimum service and outcomes
	Cross-college undergraduate programming Toddi Steelman				<ul style="list-style-type: none"> Program innovation 	<ul style="list-style-type: none"> Efficient ways to expand program options
	Service design and delivery Greg Fowler	<ul style="list-style-type: none"> Improved service and outcomes supporting academic mission for learning and discovery 				<ul style="list-style-type: none"> Workforce development



Vision

“We are determined to
strengthen our position
among Canada’s top 15
research intensive
universities”

Defining Features

International standards

Areas of pre-eminence

Sense of place

Aboriginal engagement

Mission

Learning and discovery -
informed by and given
meaning through
community engagement

Strategic Directions

Outstanding faculty

Commitment to research

Increase in graduate studies

Diverse student body and distinctive
programs

Resources to support mission



Achievement Record

Performance in key indicators

- Teaching, learning and the student experience
- Research, scholarly and artistic work
- Working together
- Engaged university

Achievement Record 2013

Online Achievement Record

The 2013 Achievement Record is available online at www.usask.ca/achievementrecord.

The website provides a rich view of the information and includes a series of interactive features:

- an explanation of the various targets and benchmarks used in the preparation of the Achievement Record
- detailed breakdowns of the data used for each indicator
- full data definitions and sources
- an opportunity to provide feedback

Development of the U of S Achievement Record

Institutions hold themselves accountable because they care about the quality and impact of what they do, and because they value their relationships with the public and with stake-holder groups. Accountability takes many forms, including annual reports, speeches and presentations by leaders, and meetings with interested communities. All forms of accountability must be backed by information that is clear, transparent, accessible, and that is presented with a minimum of commentary. It is essential to convey institutional achievements widely, succinctly and based on evidence.

The development of this Achievement Record is principle-based.

Our principles are:

1. The Achievement Record should be widely discussed and collaboratively used.
2. The Achievement Record should support multiple purposes.
3. To serve its varied purposes, the Achievement Record should be simple.
4. Indicators ought to measure, as much as practical, the things that are meaningful or important to the organization.
5. Initially, the University of Saskatchewan should focus on a practical initial set of indicators, leaving more elaborate development for later if needed.

Highlights of the 2013 Achievement Record

Teaching and Learning

- Undergraduate enrolment continued to rise, now exceeding 18,500 students
- Both Aboriginal and international enrolment increased slightly
- Student completion rates decreased from 65.2% to 62%
- U of S undergraduate students continued to be more satisfied than their peers with their overall quality of education, while our graduate students were equally satisfied as their Canadian peers

Research, Scholarly and Artistic Work

- Total research revenue declined as a result of lowered Tri-agency research revenue
- Faculty received 12 prestigious national and international awards from 2009-2012
- U of S ranked in the 201-300 category in the Academic Ranking of World Universities

Working Together

- Faculty and staff engagement remained stable
- Monetary donations received by the U of S increased to \$34 million from \$28.3 million in the previous year
- U of S received Bronze rating on the Sustainability Tracking, Assessment and Rating System (STARS)

An Engaged University

- Improved tracking of experiential learning initiatives and internship programs has resulted in a significant increase from last year
- Self-declared Aboriginal faculty and staff increased to 4.8%

